

Community Collaboration:

Reggio Emilia
and
Madison Metropolitan School District 4K



PRESCHOOL  OF THE ARTS



They said WHAT??????

**I SHOULD NOT HAVE
SAID THAT**

COMMUNITY COMMITMENTS

Notice moments of
discomfort & stay
curious

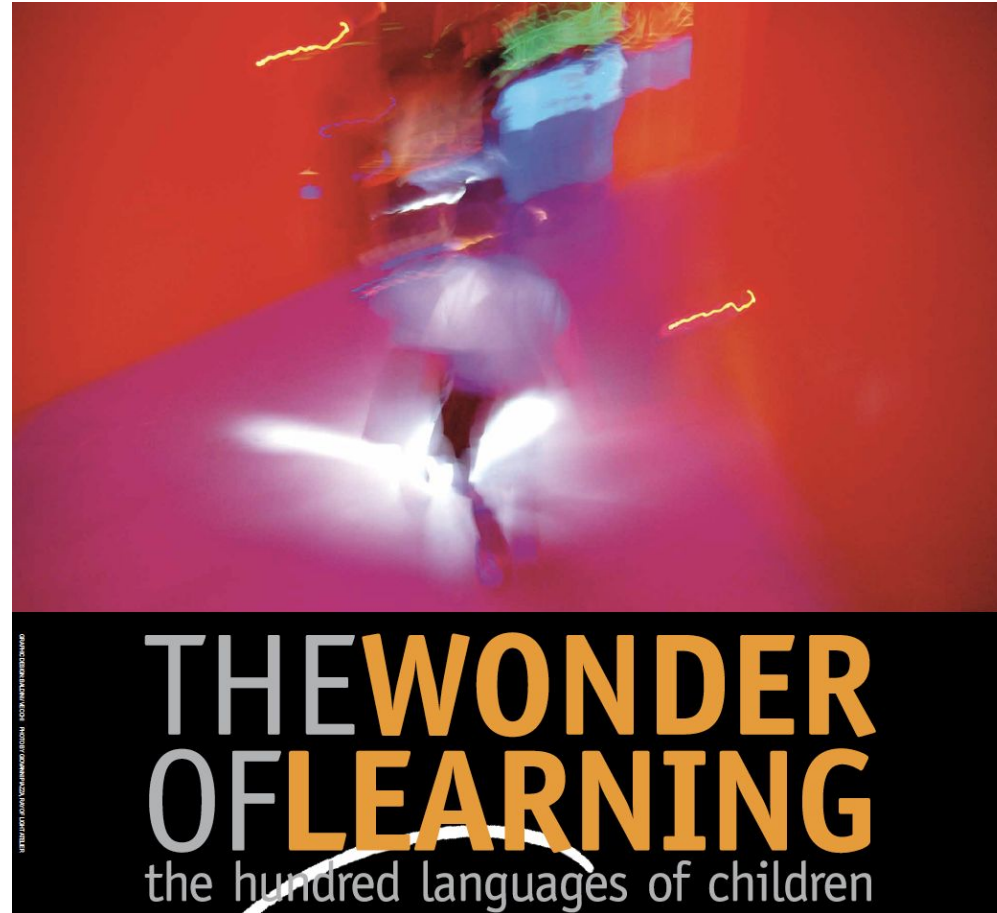
Listen fully – with your
ears, eyes, and heart

OUR COMMITMENTS

Speak your truth
without blame or
judgment

Be open to the
experience of the
meeting and each other

Part 1: What is Reggio Emilia?



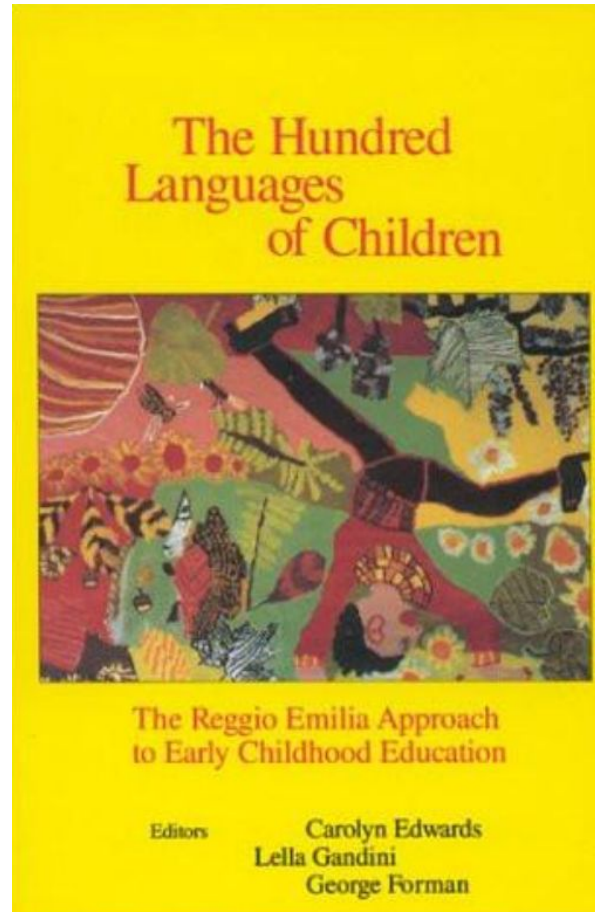
Preschool of the Arts: A “Reggio-inspired” early childhood program



Reggio Emilia is a city in Italy that became famous for their excellent early childhood programs.



What is your experience and understanding of Reggio Emilia?



Villa Cella: The first school



Socio-Economic Influences

Loris Malaguzzi:



“A simple, liberating thought came to our aid, namely that things about children and for children are only learned from children.”

“To Make a Portrait of a Lion”



*Amelia Gambetti, the classroom teacher involved with the lion project, began by simply taking a small group of children on a walk to "meet with" the lion...On a second day, they returned and studied him more closely: **asking questions, repeating his name, putting their hands in his open mouth, measuring him with a tape measure and rods, sketching on pads, taking photographs, tracing his shadow on paper, and pounding clay over his paws** to create casts to carry back to the classroom and use as starting points for their next representations.*

International Recognition for Reggio Emilia



Core Ideas of Reggio-Inspired Practices

(As interpreted by Preschool of the Arts)

The Image of the Child



How would you describe
your image of the child?



A Negotiated Curriculum



The Environment as the Third Teacher



Provocations



The Hundred Languages

*The child
is made of one hundred.
The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.
A hundred always a hundred...*



Documentation of Learning

“Making learning visible”



“The Wonder of Learning” Exhibit in Madison



The Wonder of Learning is a traveling exhibit from Reggio Emilia.

Since 2008, more than 60,000 visitors have been inspired by the images, artifacts, and stories presented in the exhibit.



North America Reggio Emilia Alliance (NAREA)

NAREA is the liaison between the host cities and Reggio Children.



The Wonder of Learning Community Collaboration

<https://www.youtube.com/watch?v=iH9ed1fNCFY&feature=youtu.be>

The Sections of the Exhibit

At the Madison Public Library in the Youth Services Room

- Introduction
- Ray of Light
- Dialogues with Materials
- The Enchantment of Writing

At Overture in the Playhouse Gallery

- Dialogues with Places

The Ateliers



Dialogues with Places

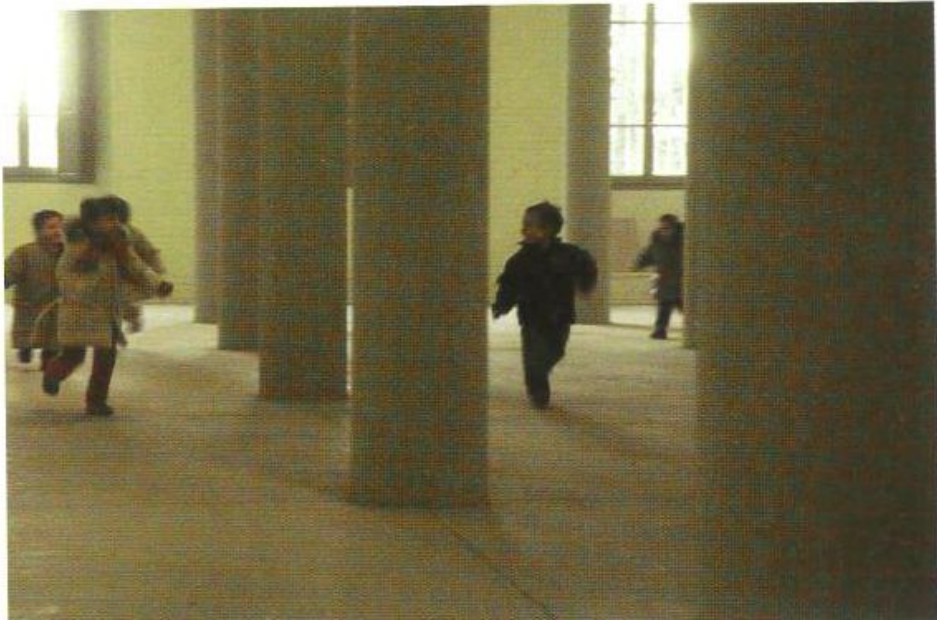
children explore
the Loris Malaguzzi International Centre

A place is here. .Benedetta



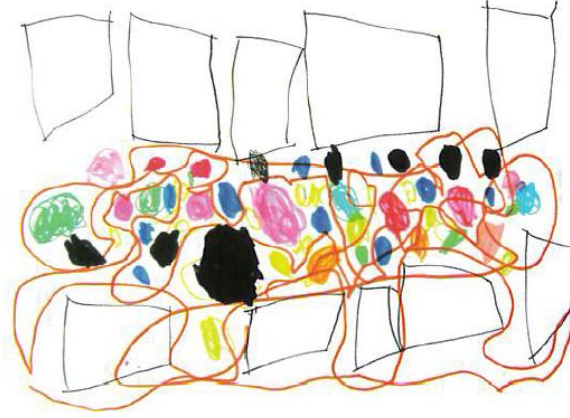
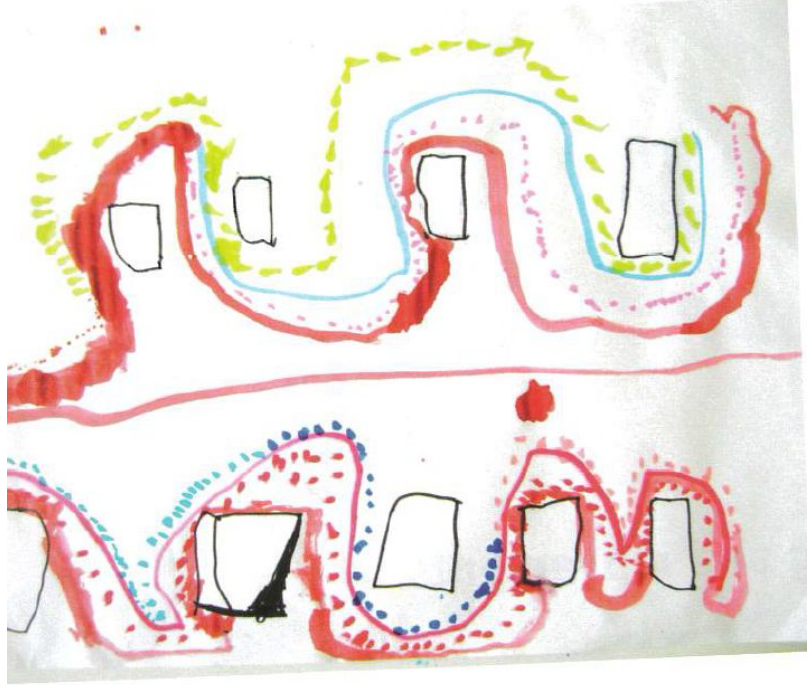






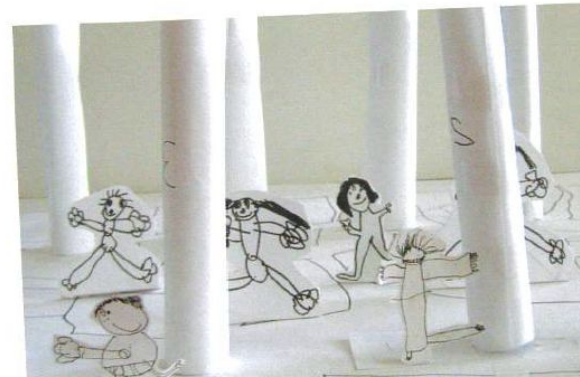
Simulations at school of
running in the hall of columns.

from this row of columns, you from that one... together we'll do wavy running



—I've done zig-zag running. I've made it red for running faster and blue when it's slow. I've done jump-running and long, fast running – because that gets you to the other side very quickly. **Gabriele**

—My running is tangled. It's long running and has no end. I'm making the jumps coloured because they're big jumps. **Francesco**



Effective Collaboration Is not working with Sheldon



1. Collaboration

- a. Wisconsin Model of Early Learning Standards
- b. Developmentally Appropriate Practice
- c. City of Madison - Accreditation
- d. Contact
- e. Director's Meetings
- f. Professional Development

2. Contract

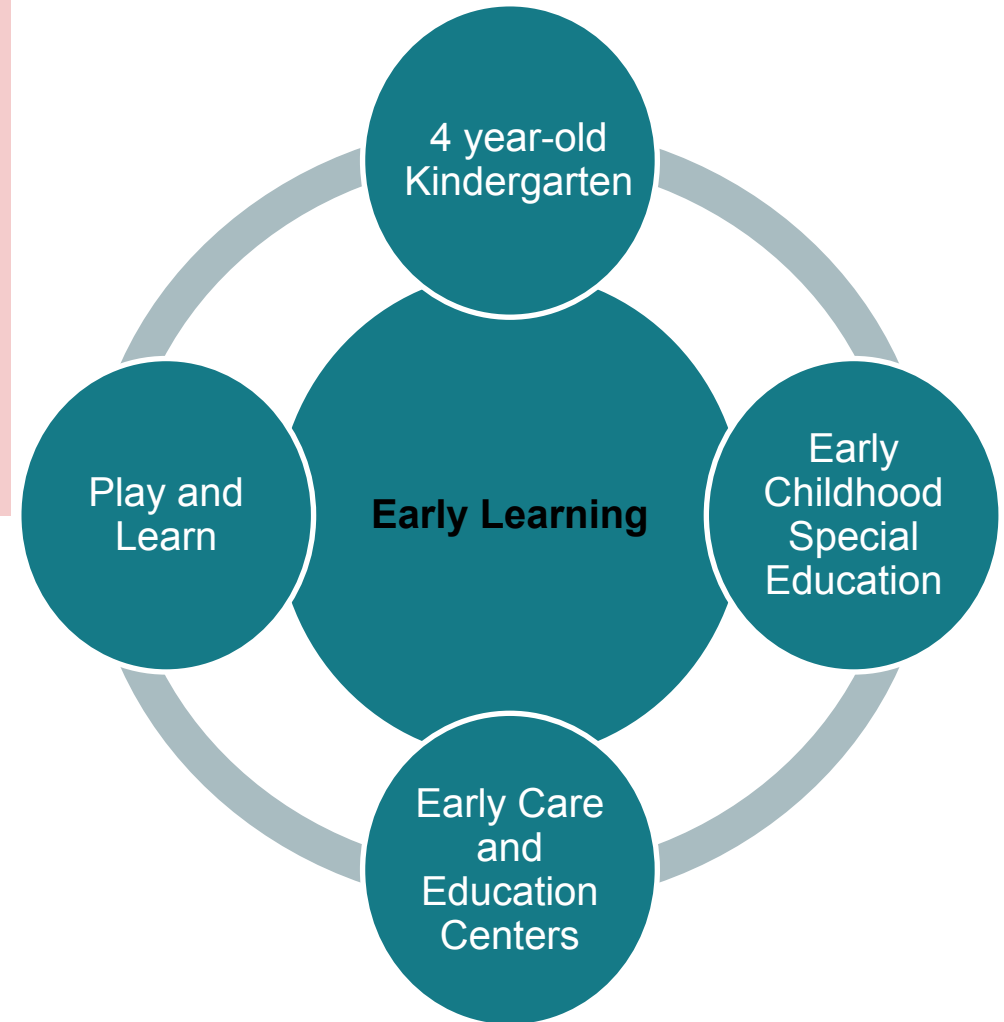
- a. What and How

3. Community Collaborative Belief System

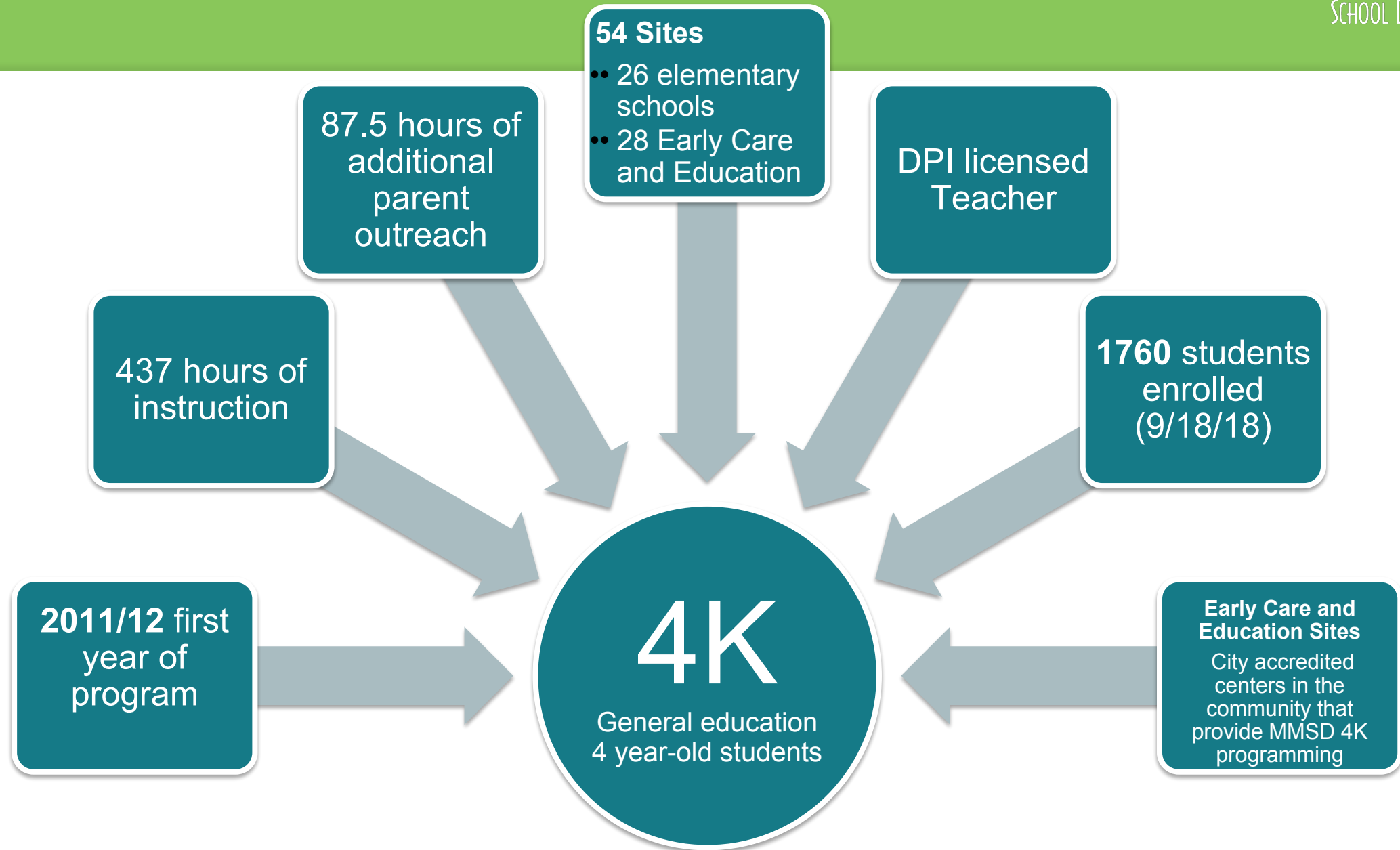


MMSD Early Learning Programs

Early Learning - Refers to all programming at the pre-K-3rd grade level and includes general and special education students. The term early learning can be interchangeable with early education.



Early Learning Program Information



Early Learning Program Information



Play and Learn

- **16 Sites**
- **25 Weekly** sessions held
- Parent education for birth to 5
- **Facilitated play** setting with a parent education foundation.
- Parent attendance is fluid, continually adding families throughout the year.
- Approximately **400 families** served annually

Part 3:

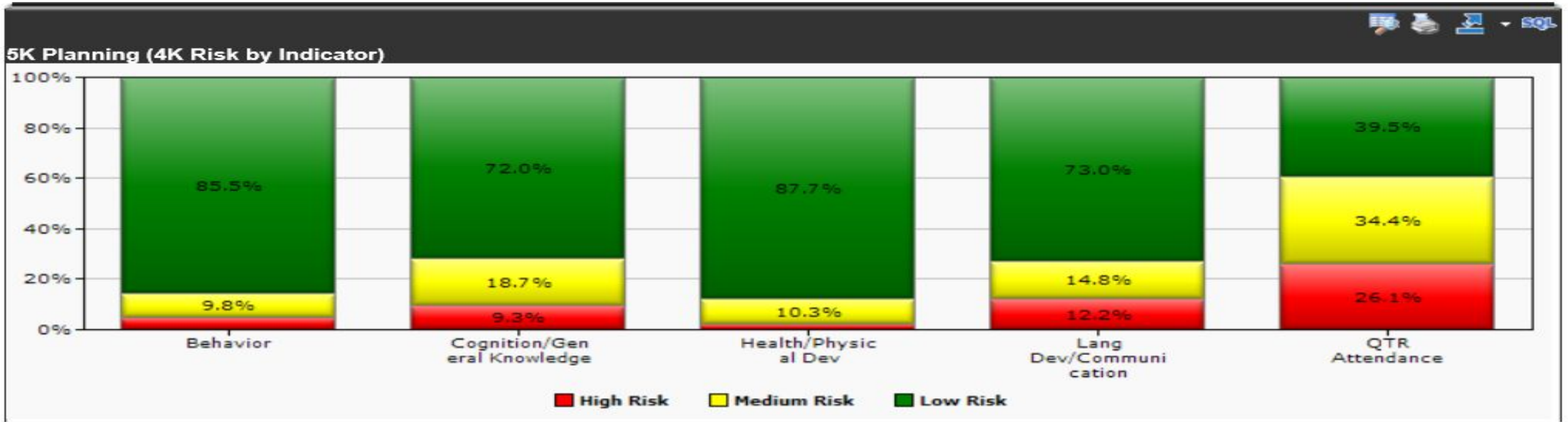
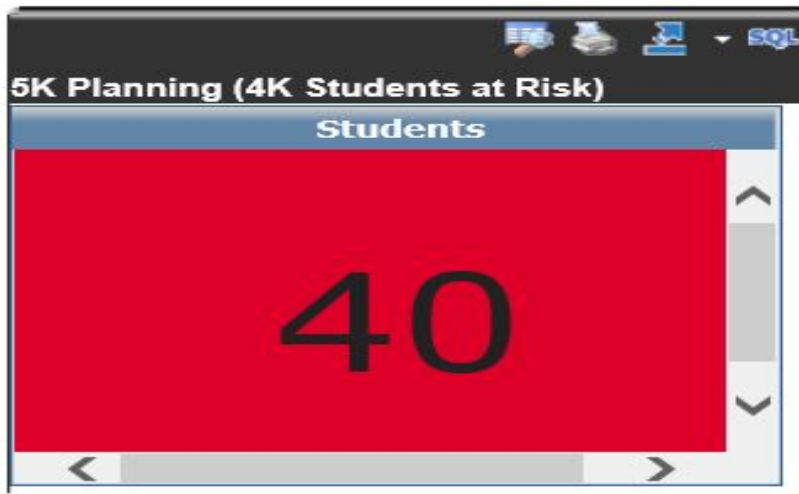
Curriculum and Assessment in a Reggio-Inspired Program

4K at PSA

- Our flexible model
- Ongoing documentation
- Portfolios based on the Work Sampling System
- 4K specific assessments (PALS, grade reports)



MMSD Data Dashboard Transition



MMSD Data Dashboard Transition

Summary of "High Risk" Indicators			
Indicator	Time Period	Benchmark (Yellow Flag)	Benchmark (Red Flag)
Quarter Attendance - This is actual time missed based on actual minutes.	Quarter	Students missing 2 or more accumulated days.	Students missing 5 or more accumulated days.
Cognition/General Knowledge - Average score from Cognition & General Knowledge.	Q2 or Q4 Report Card	Q2 -- Average Score greater than or equal to 2 and less than 2.3. Q4 -- Average Score greater than 2.5 and less than 3.	Q2 -- Average Score less than 2. Q4 -- Average Score less than or equal to 2.5.
Lang Dev/Communication - Average score from Language Development and Communication.	Q2 or Q4 Report Card	Q2 -- Average Score greater than or equal to 2 and less than 2.3. Q4 -- Average Score greater than 2.5 and less than 3.	Q2 -- Average Score less than 2. Q4 -- Average Score less than or equal to 2.5.
Health/Physical Dev - Average score from Health & Physical Development.	Q2 or Q4 Report Card	Q2 -- Average Score greater than or equal to 2 and less than 2.3. Q4 -- Average Score greater than 2.5 and less than 3.	Q2 -- Average Score less than 2. Q4 -- Average Score less than or equal to 2.5.
Behavior - Average Score from Social & Emotional Development and Approaches to Learning.	Q2 or Q4 Report Card	Q2 -- Average Score greater than or equal to 2 and less than 2.3. Q4 -- Average Score greater than 2.5 and less than 3.	Q2 -- Average Score less than 2. Q4 -- Average Score less than or equal to 2.5.

Our Flexible 4K Model

- Some mixed age classrooms: 3's & 4's together
- Some “looping” classrooms: two years with the same teacher
- Some stand-alone 4 year old classrooms
- At least one 4K credentialed teacher in each classroom



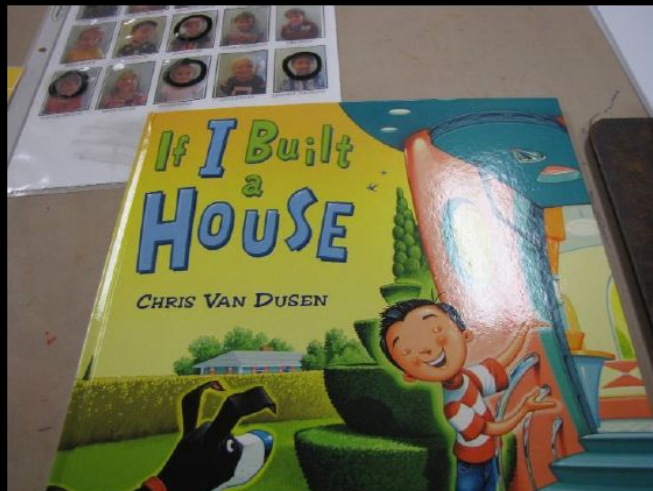
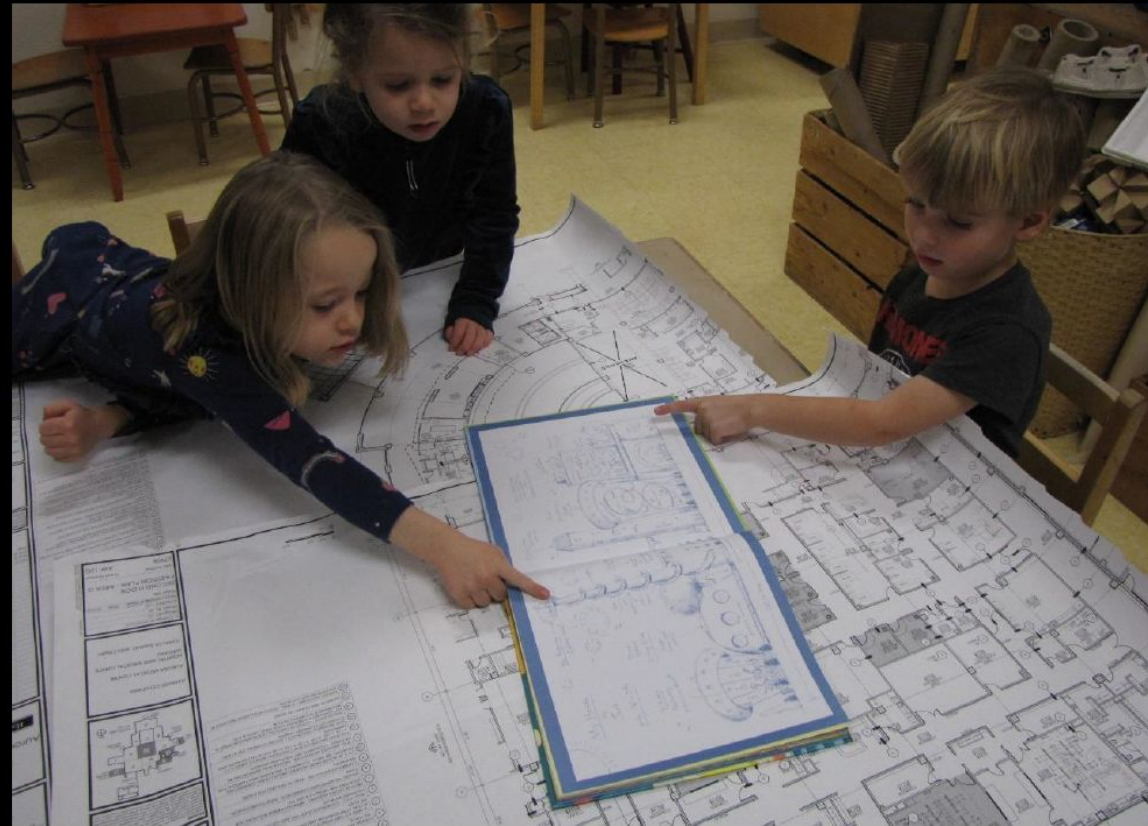
Ongoing documentation



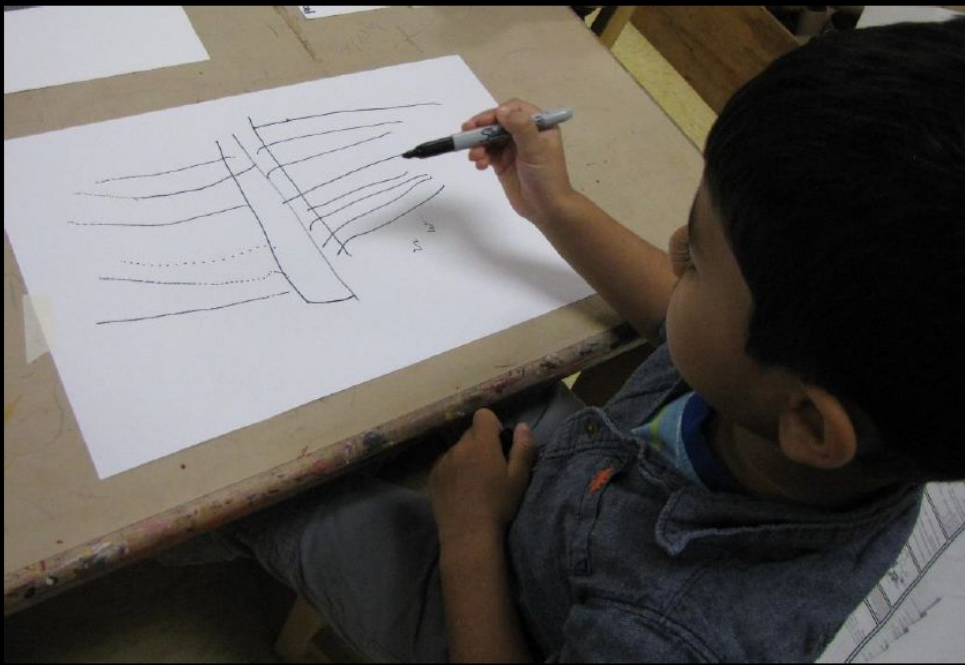
Imagine, Plan, Create: Making Stringed Musical Instruments

Today in the Studio, the children of the Gold Room began their preliminary work for making instruments in the string family. Their previous undertakings in the Studio exploring construction, collaboration, and 3d to 2d work has paved the way for this long-term and complex endeavor.

We began by looking at and discussing blueprints as a way to help formulate getting our ideas onto paper. We also read the book, [If I Built a House](#), by Chris Van Dusen. This book helped to illustrate that



blueprints are a plan for what we want our creations to be. The children seemed to really connect to this idea, and many of them had ideas about what blueprints are. Amelia and Annika both suggested that it was a map and a city. Luke agreed and said, **"It is a city because it has so many boxes and words"**. After talking about the blueprints and reading the book, the children came to the understanding that blueprints are "directions" (Naomi) and "instructions" (Maya). We used this framework to think about how we might create stringed instruments – now working 2d to 3d.



“I want strings here and strings there. The shape goes all around.”

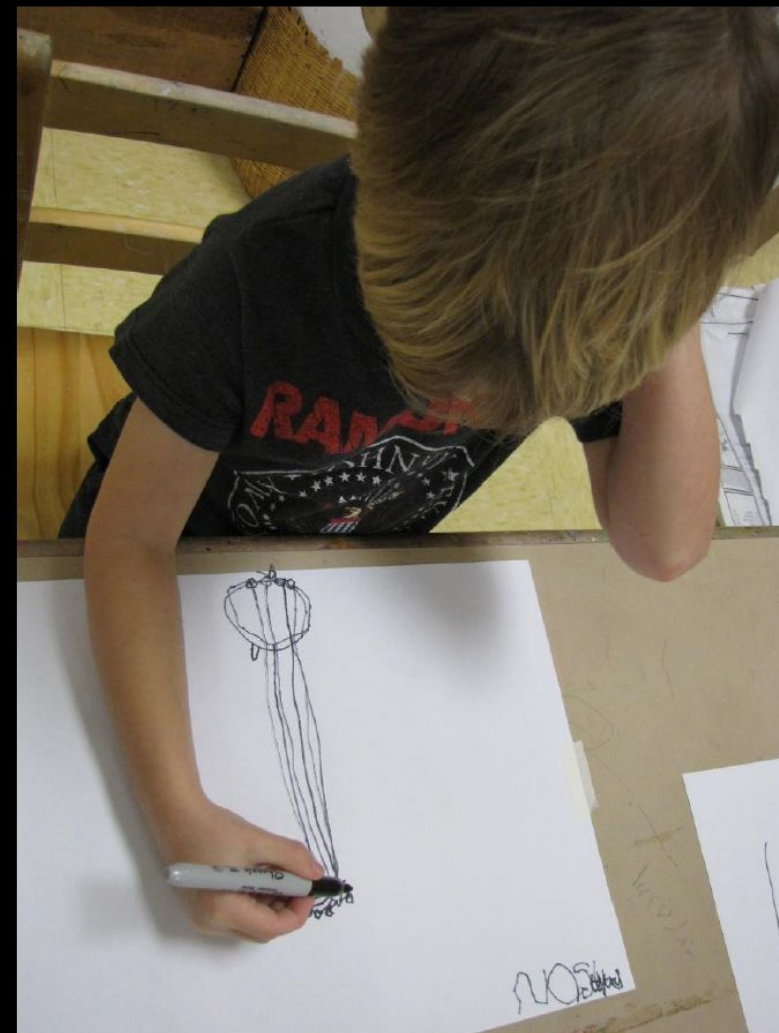
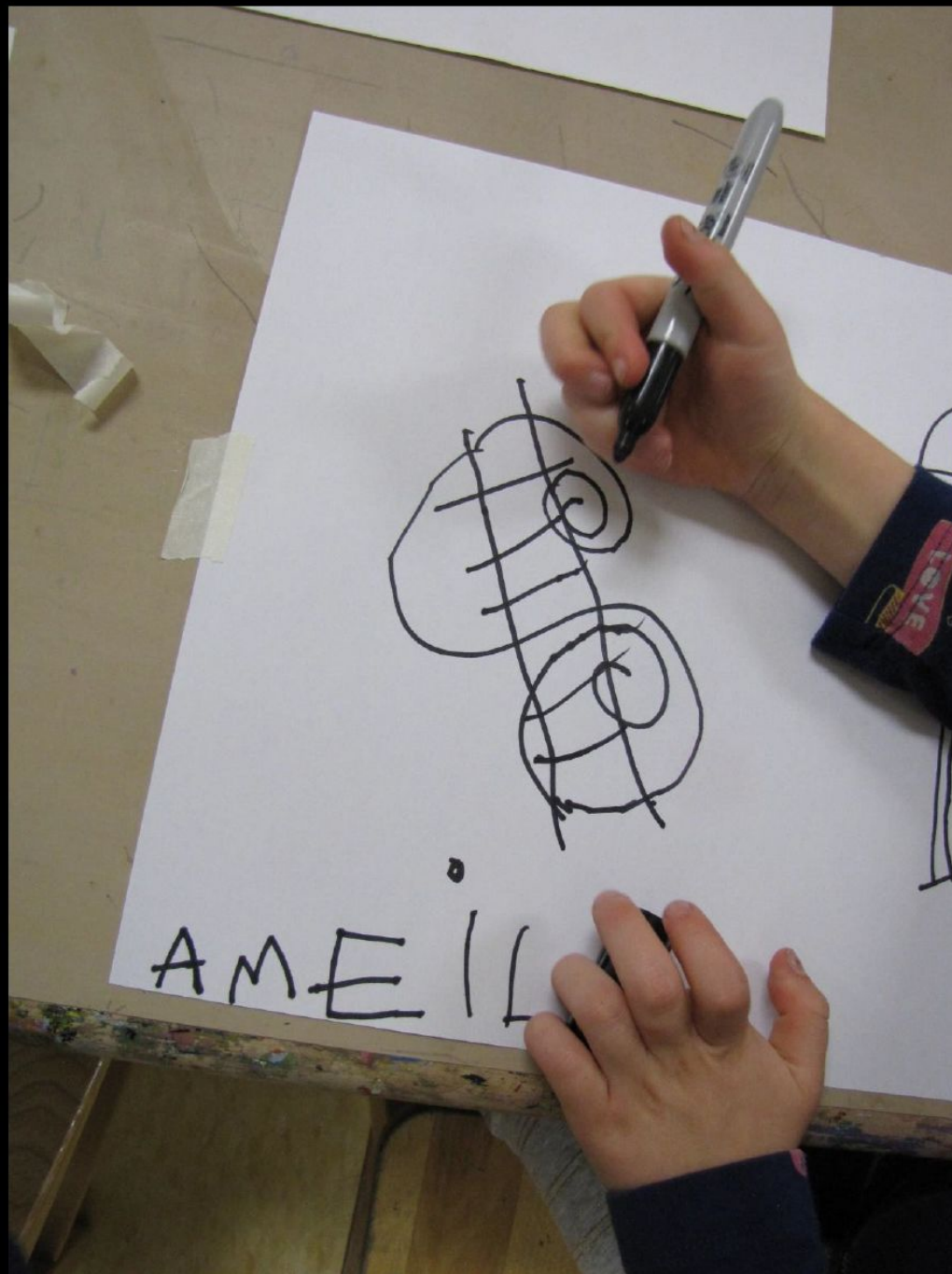
~Samveer, explaining that his design has a central piece and two sets of strings on either side (rib cage-like).



To support the children in thinking about the possibilities of what their instruments could look like, we first examined a guitar and references of the string family. Each group of children developed a list together of the important things that their plans needed to include. They all seem very keen on capturing the details in their plans.



***“We need to put these rainbow things on to
hold the strings on.” ~Naomi***



"These knobs are important. It's the part that turns the strings."

~Mason



Amelia designs a few different possibilities and plays with the possible overall shapes that the instruments could be.

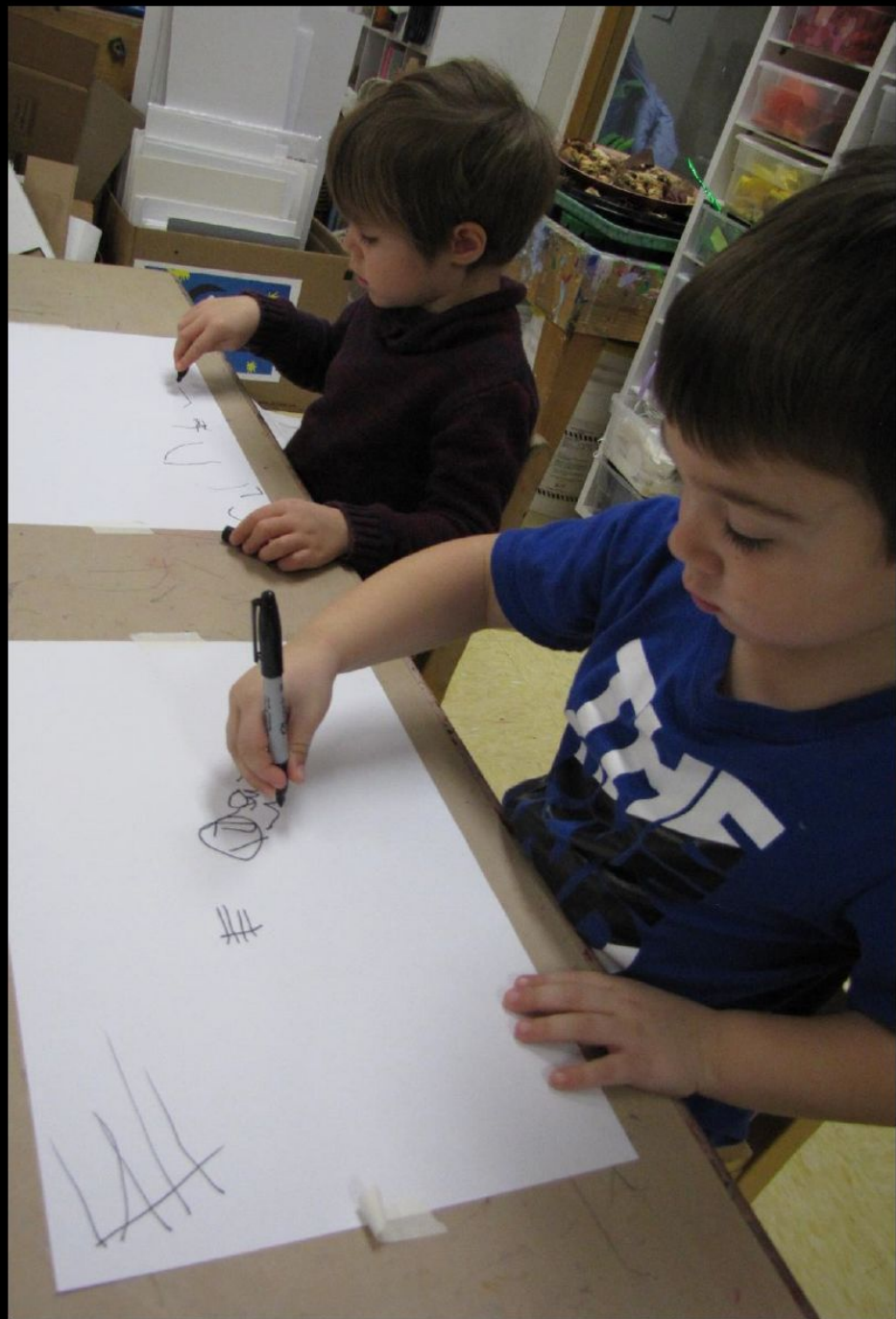
Initially starting with a banjo-type design, Jason decides to add strings going in different directions at the instrument's bottom. He then draws the shape with the bumps on it. When questioned about that image, Jason explains, ***"This instrument makes this kind of sound. It goes BAA bum BAA bum"***.



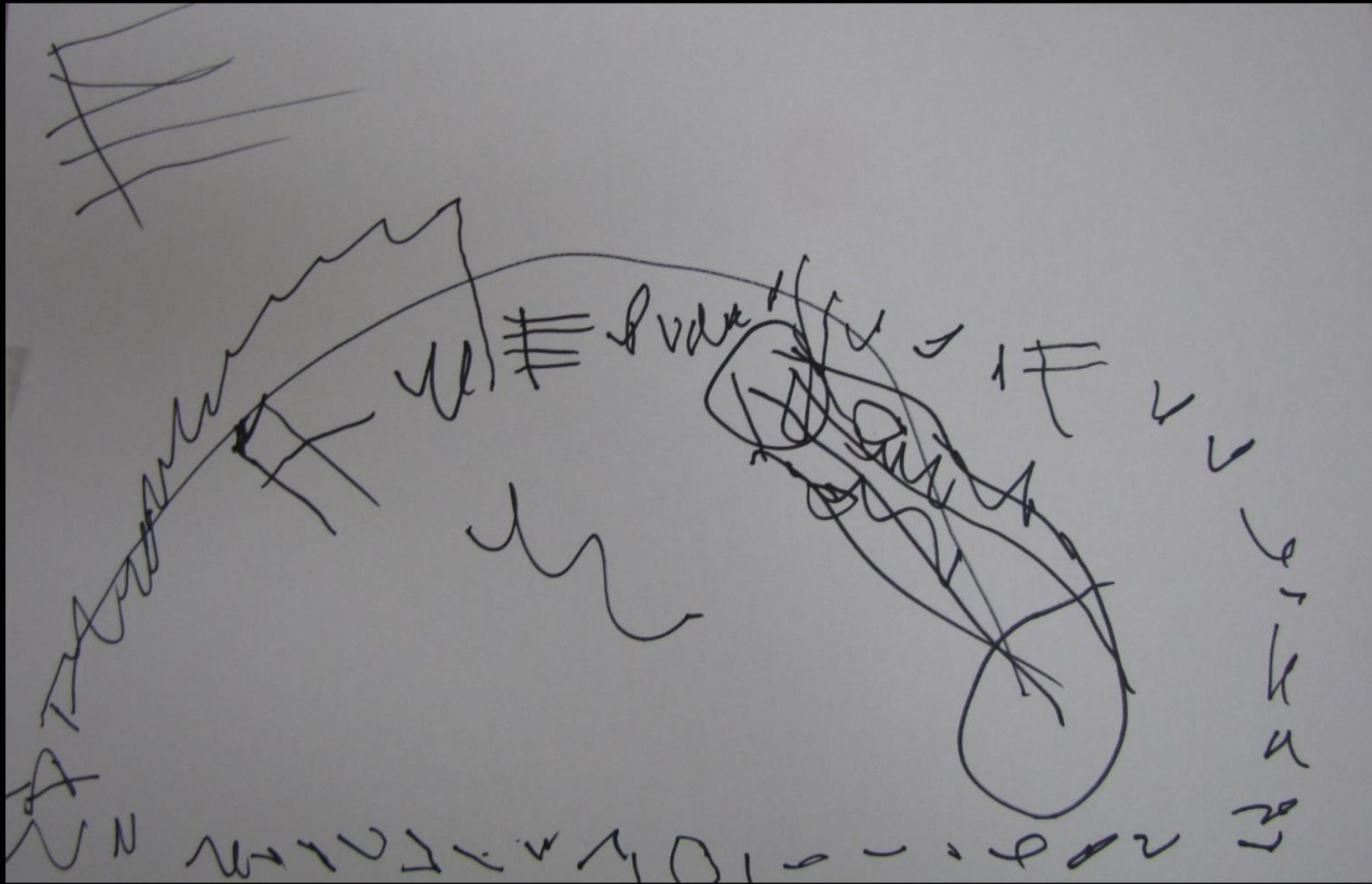


***“Is this the inside of a computer? I think it’s a computer
‘cause of the square.”***

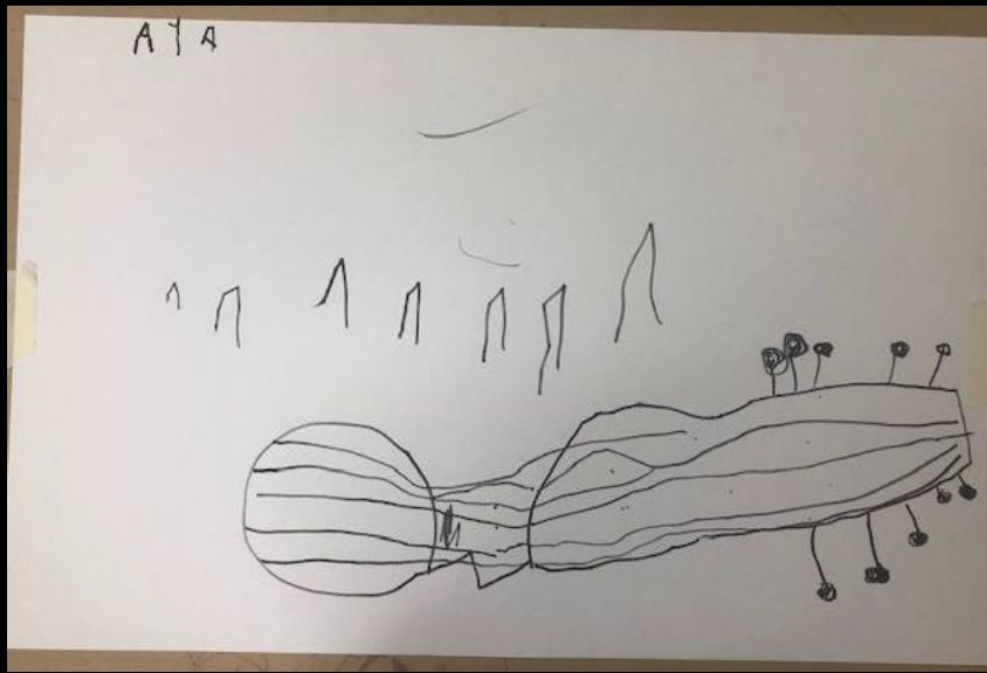
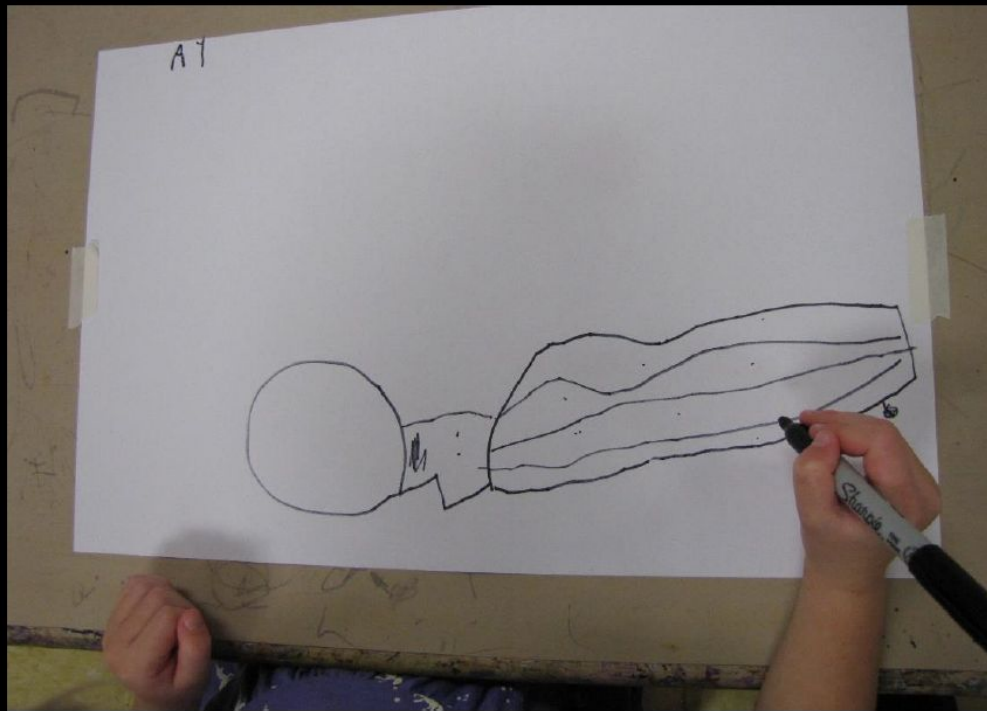
~Easton



Easton designed an instrument with many strings and knobs. When he is finished, he begins to make small marks around the instrument. He labels these as musical notes and his work inspires the others in his group to do the same.



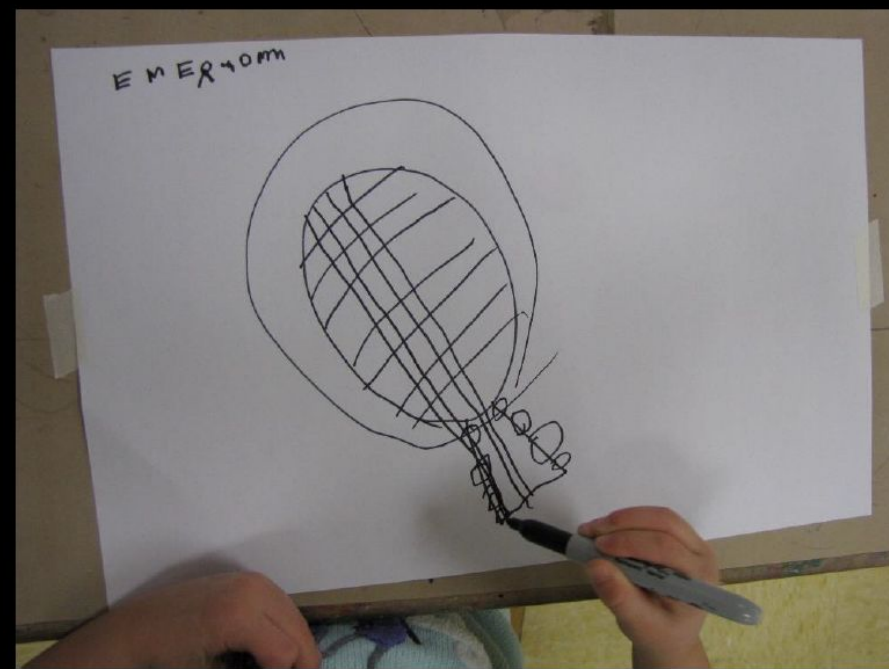
It is interesting that some of the children began to conceptualize how their instruments would sound based on the instrument's shape or the elements included in their design. This draws from their work in the music studio with Ms. Amanda exploring instruments and their structural acoustics.



“This instrument should be made from wood and rubber. You need the wood to press the strings down so they sound different. You need the rubber so the sound bounces like the notes I made.”

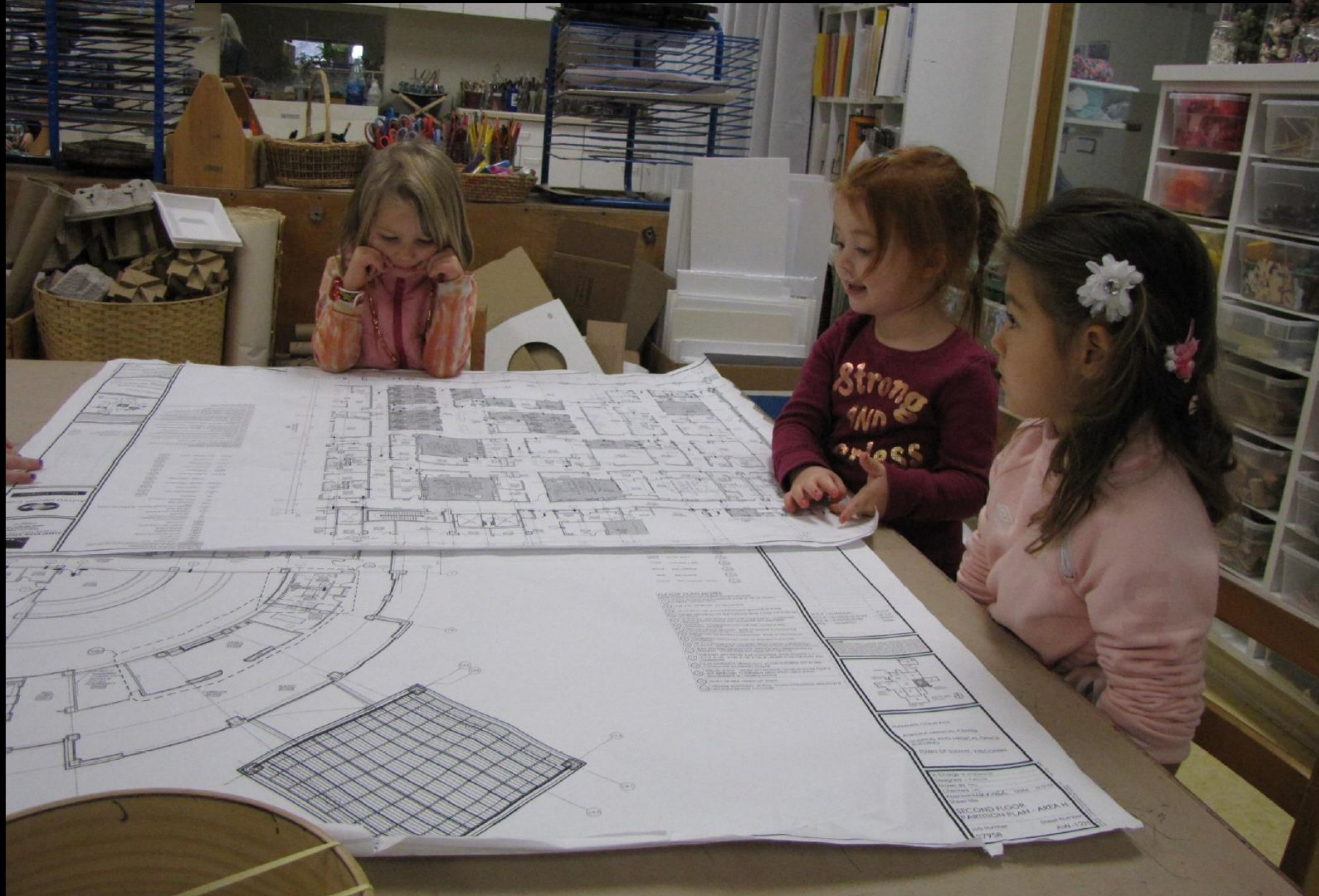
~Annika

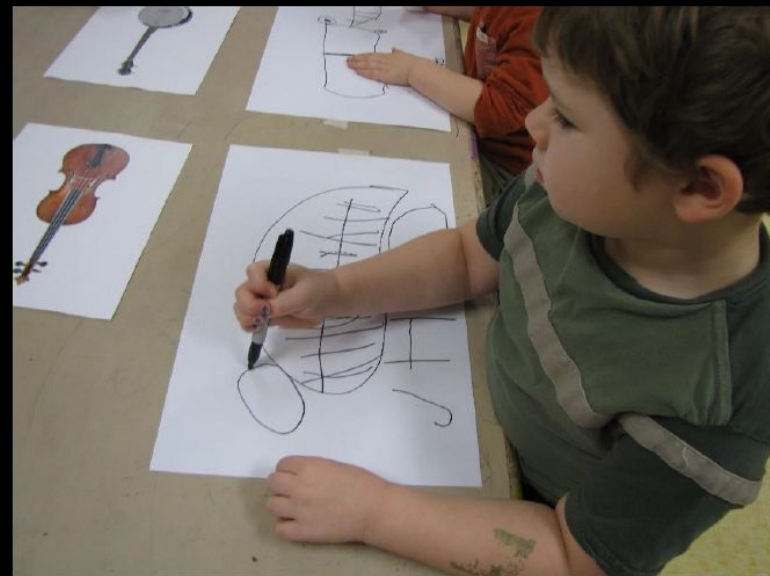
Emerson carefully draws the strings and the fretboard of her instrument.



She surrounds her paddle-like instrument with musical notes.

"Is this music? It looks like music paper." ~Emma







“How are we gonna put this together? I think we need glue to keep it in place. But, if the strings break, we wouldn’t be able to get them off. So, maybe only glue on some parts like wood, or if it breaks. Right, Otto?”

~Josiah

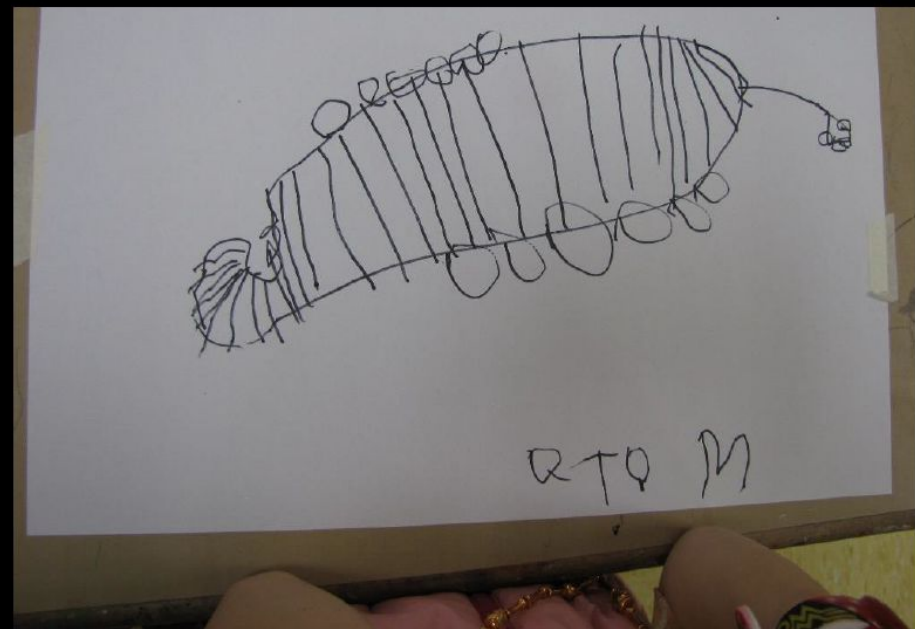


"Mine has pieces on the side that you press and the sound changes. I think it could be made from blocks."

~Otto



Both Otto and Maya's designs share the common element of having side pieces/knobs.



Portfolios based on the Work Sampling System

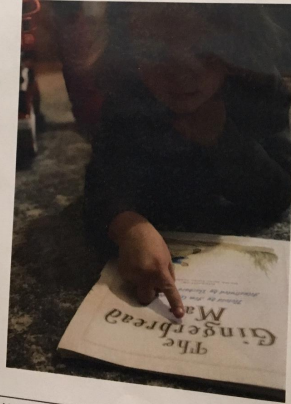
Name: Remy Tucker

Language and Literacy for 3 year olds

Date: 9-27-18

☐ New Behavior ☒ Spontaneous Child Discovery
☒ Typical for Child ☐ Teacher Initiated

Language and Literacy: This domain emphasizes the acquisition of language skills to convey and interpret meaning. All of the components in this domain integrate multiple skills, rather than isolated abilities. The indicators in this domain reflect the beliefs that children learn to read and write the same way they learn to speak - naturally and slowly, using increasingly accurate approximations of adult norms.



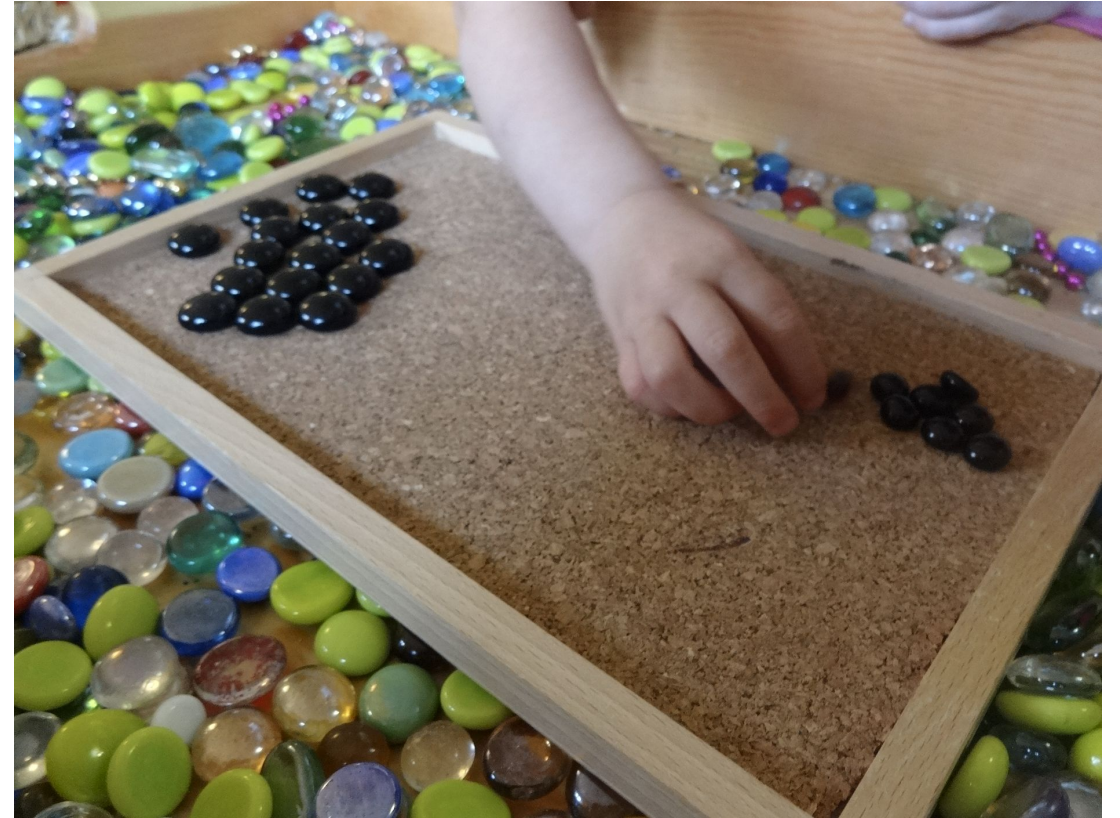
Remy demonstrates his interest in letters and words as he independently chooses to read The Gingerbread Man during a transition time.

Upon observing Remy, the teacher witnessed him pointing to and verbally identifying both upper and lower case letters that he recognized.

4K Specific Assessments (MMSD - PALS, grade reports)

4K “kits” in classrooms

- Small objects for counting, sorting, and categorizing
- Letter recognition items, such as scrabble tiles
- Sequencing cards (before, then, next)
- Objects and stories that represent directional words (over, under)



Questions

PRESCHOOL  OF THE ARTS

